

# Gender Equality Plan for the University of Gdańsk Equality measures for the years 2022-2023



This project has received funding from the European Union's Horizon 2020 Research and Innovation Programme under Grant Agreement N° 101006543

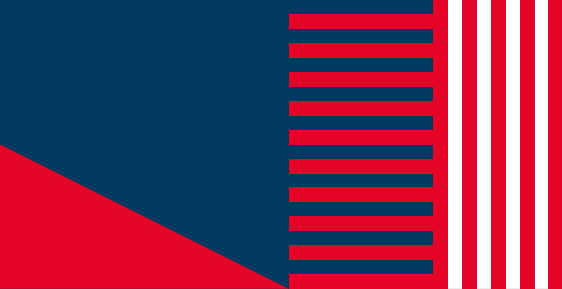


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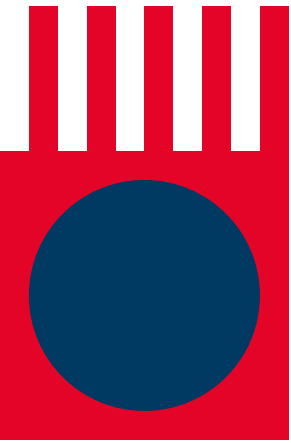
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## Preface

The following Gender Equality Plan for the University of Gdańsk: Equality Measures for the Years 2022-2023 (GEP for UG) constitutes one instrument for the implementation of the University of Gdańsk's Strategy for the years 2020-2025, with the aim of developing and implementing a model for social inclusion, against discrimination and social inequality, and for other elements of the sustainable development policy including **introducing and monitoring the implementation of the antidiscrimination policy, building an academic community based on science culture equality, and devising and implementing a coherent system for monitoring the gender equality policy.**

Reference to the introduction of the principles of equal treatment is also made in § 4 section 3 sentence 2 of the → UG Statute, which reads: “[...] The University shall embody the principle of equal treatment and counteract the breach of this principle on the basis of gender, race, ethnic origin, nationality, religion, creed, worldview, disability, age or sexual orientation. Any form of discrimination at the University shall be unacceptable.”

GEP for UG is also anchored in → **The Declaration of the Social Responsibility of the University**, signed by the University of Gdańsk on 16 November 2017, which involves the adoption of measures towards the popularisation of the concepts of equality, diversity, and tolerance, as well as the respect and protection of human rights in relation to the entire academic community.

→ GEP for UG was introduced by order of the Rector of the University of Gdańsk N° 182/R/21 of 29 December 2021.

# I. Introduction



Gender equality constitutes part of the catalogue of human rights and forms a foundation of a balanced world in which people can live in peace and prosperity. At the United Nations Sustainable Development Summit on 25 September 2015, 193 UN Member States reached a compromise on the final document of the new agenda → *Transforming our world: the 2030 Agenda for Sustainable Development*, which at present sets the course of action with regard to the transformation of the global economy and contains 17 Goals and 169 Targets. The goals of the Agenda highlight the crucial role of women in setting directions for the development of the modern world and highlight the fact that it is women's activity and leadership skills which hold the key to solving global issues. Gender equality has been addressed in "Achieve gender equality and empower all women and girls", Goal 5 of the 2030 Agenda for Sustainable Development. The strengthening of the position of women is of key importance in the fight against poverty, inequality and misogynistic violence. For this reason, priority has been given to actions aimed at eliminating all forms of discrimination and violence against women and girls across the globe, both in the public and private spheres, including the fight against human trafficking, sexual abuse and other forms of exploitation.

In Europe, the necessity to provide gender equality in research and innovation forms an essential part of the activity of the European Commission, conducted on the basis of the principles contained in the communication → *A Union of Equality: Gender Equality Strategy 2020-2025*, adopted in 2020. One of the objectives of this strategy is the strengthening of the European Research Area (ERA) and the provision of equal opportunities in the work environment in which everyone, irrespective of gender, may develop their talents through research projects, thereby enhancing not only research quality but also the importance of research to a society based on knowledge, technology and innovation.

The legal basis of the *Framework Programme Horizon Europe (HE)* for the years 2021-2027 assists the European Commission in its work for gender equality in research and innovation, setting out gender equality as a cross-cutting priority. The activity as part of the Horizon Europe Programme should strive to eliminate gender bias and differences in the treatment of women and men, to improve work-life balance and to promote the parity of women and men in the area of research and innovation, including the principle of equal pay, irrespective of gender.

According to the → Regulation of the European Parliament of 28 April 2021, the Horizon Europe Programme "shall ensure an effective promotion of equal opportunities for all and the implementation of gender mainstreaming, including the integration of the gender dimension in R&I content. It shall aim to address the causes of gender imbalance. Particular attention shall be paid to ensuring, to the extent possible, gender balance in evaluation panels and in other relevant advisory bodies such as boards and expert groups".



Three main changes were introduced to the Horizon Europe Programme, with the ultimate aim of increasing the level of gender equality among researchers:

1. having a Gender Equality Plan (GEP) in place becomes an eligibility criterion for certain categories of legal entities from EU countries and associated countries
2. the integration of the gender dimension into research and innovation content is a requirement by default, an award criterion evaluated under the excellence criterion, unless the topic description explicitly specifies otherwise
3. increasing gender balance throughout the programme is another objective, with a target of 50% women in Horizon Europe related boards, expert groups and evaluation committees, and gender balance among research teams set as a ranking criterion for proposals with the same score.<sup>1)</sup>

<sup>1)</sup> [https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation\\_en](https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation_en). Accessed 27 February 2022.



**GEP for UG** is a public document aimed at all interested parties which sets out specific goals and areas of activity. It entails monitoring and the collection of data, promotes good practices and envisages the planning of training sessions and the building of the organisation's capacity.

**GEP for UG** comprises five goals and corresponding measures, as well as the indicators to be achieved.

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|----------------|---|
| <b>Goal 1.</b> | <b>To enhance awareness of the importance of gender equality in the academic community</b>            |
| <b>Goal 2.</b> | <b>To ensure gender balance in the process of decision making at the UG</b>                           |
| <b>Goal 3.</b> | <b>To ensure gender balance in the recruitment process and in the development of academic careers</b> |
| <b>Goal 4.</b> | <b>To integrate the gender dimension into research and didactic content</b>                           |
| <b>Goal 5.</b> | <b>To introduce measures to assist work-life balance</b>  |
-

On the basis of → *Decree of the Rector of the University of Gdańsk no. 118/R/21 of 17 August 2021 the Council for the Implementation of the Plan for the Equal Treatment of Women and Men* (the equivalent of the Gender Equality Plan Implementing Board - GEPIB) has been established at the University of Gdańsk. The Council was created in connection with the UG's implementation of the Project Horizon 2020 – MINDtheGEPs – Modifying Institutions by Developing Gender Equality Plans. The duties of Council members comprise:

- 1) participation in Council meetings on further stages in the design, implementation and monitoring of The Implementation Plan for the University of Gdańsk's Gender Equality Policy: Equality Measures (UG GEP);
- 2) involvement in legal and formal aspects relating to the creation and implementation of the UG GEP;
- 3) assisting the administration in issues relating to the implementation of the GEP at the UG;
- 4) establishing the MindtheGEPs Delegates Network (MDN), comprising representatives from all UG units, in order to facilitate communication with faculties and other units in matters relating to the creation and implementation of the GEP at the UG;
- 5) conducting training sessions and periodic meetings with members of the Delegates Network in order to monitor the effects and to update the activities connected with the implementation of the GEP. The Implementation Council at the University of Gdańsk is to prepare an annual report on its activity.

### **Instruments for the implementation of the measures of GEP for UG**

The University of Gdańsk has made plans for diversified sources of funding for the measures, among others by allocating its own resources in the form of the working time of the employees involved in the implementation of the measures or by using resources at its disposal or other forms of financing, for example, from the H2020 MINDtheGEPs project. Counteracting gender discrimination is the responsibility of the Office of the Spokesperson for Equal Treatment and Counteracting Harassment (3 persons). Moreover, the University of Gdańsk intends to secure further financial resources for initiatives aimed at providing gender equality in order to ensure the long-term continuity of activity in this area.



## II. Diagnosis

A diagnosis of the current situation regarding the equal treatment of women and men has been prepared on the basis of materials and reports which form part of the following projects:

- 1) → **“Women in Science Report”** – diversity management and gender equality in the social responsibility of the University of Gdańsk, prepared in 2020 by the University of Gdańsk Committee for Social Responsibility.
- 2) → **“ACT – Communities of Practice for Accelerating Gender Equality and Institutional Change in Research and Innovation across Europe”**, GEAM survey from 2020.
- 3) → **“Report of the European University of the Seas”** SEA-EU from 2021.
- 4) → **“Gender Indicators Report”**, prepared as part of the MINDtheGEPs project.

The above-mentioned projects and the research conducted have made it possible to collect data regarding the:

- a) participation of women and men in various UG decision-making bodies;
- b) academic representation of women and men as part of scientific disciplines and at different stages in the development of academic careers;
- c) number of women and men applying for research grants and funding for training sessions to enhance their professional careers;
- d) frequency with which women and men take parental leave;
- e) salary structure at different stages of the academic career.

The diagnosis and measures devised have additionally been enhanced by data collected between June and December 2020 as part of the project: → **“ACT – Communities of Practice for Accelerating Gender Equality and Institutional Change in Research and Innovation across Europe”**, GEAM survey. The survey on the perception of gender equality at the University was completed by 330 people (68% women).

The qualitative study was conducted as part of two project tasks in the MINDtheGEPs project:

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I. T2.5 Qualitative analysis:  
interviews with M and F key informants.

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II. T2.6 Qualitative analysis:  
interviews with M and F researchers.

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The implementation process comprised four stages:

- 1) conducting interviews,
- 2) transcribing interviews,
- 3) preparing synopses of interviews,
- 4) preparing a report.

The interviews were conducted between 28.06.2021 and 01.10.2021.

Twenty-two **individual in-depth interviews** were conducted with UG employees:

- **8 with key informants,**
- **14 with female and male researchers from two selected UG faculties** – one in the area of social sciences and humanities and one in the area of exact and natural sciences.

It should be noted that within the area of organisational culture the University of Gdańsk has, for a considerable length of time, been implementing institutional solutions to address the balance between professional and private life. The vast majority of employees (women as well as men) are employed under contract for an indefinite period, which is unquestionably a stabilising factor, providing as it does social security. Other institutional, work-balance enhancing solutions include maternity and parental leave in use at the UG. A positive role is played by the regulation contained in the “*Act – Law on Higher Education and Science*”, according to which an academic teacher performs task-based flexible work, which is undoubtedly conducive to the possibility of reconciling family and professional duties. Since July 2019, children of UG employees have been able to take advantage of a kindergarten established on University premises.

The existing resources do not, however, eliminate the discernible disparities between women and men in the paths of academic career development, in the participation of women in UG decision-making bodies or in the salary system.

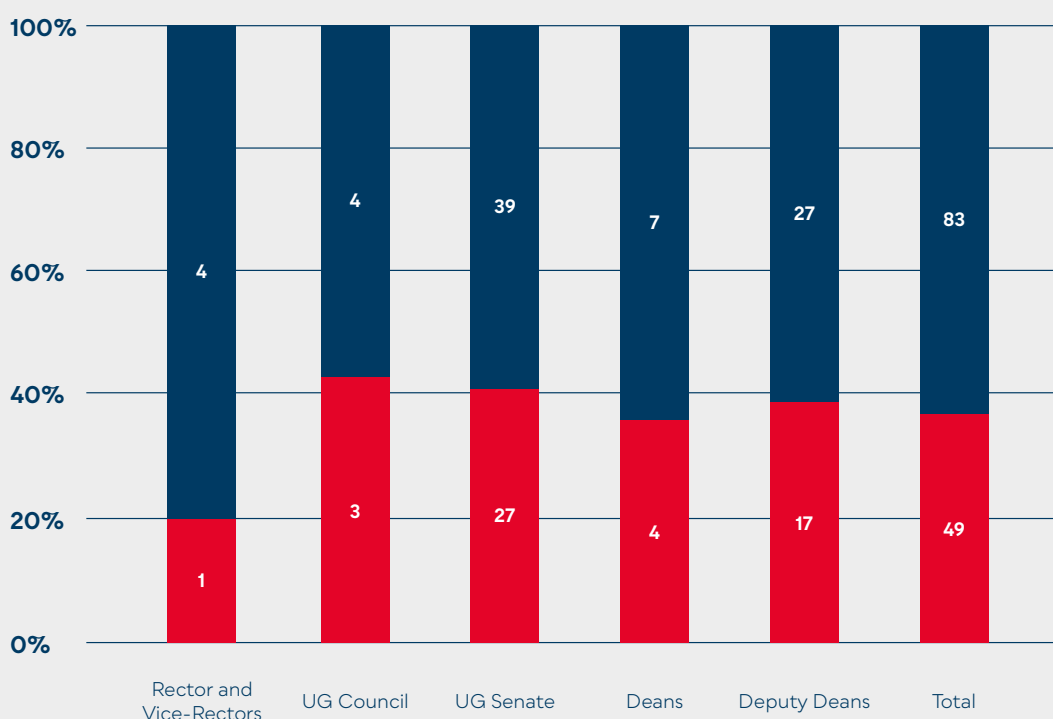




## Analysis of the results of the studies conducted has led to the following conclusions:

1. In the 2020-2024 term in office, the following was recorded with regard to the UG authorities: in the composition of the Rector's Council, UG Senate and UG Council women constitute 20%, 41% and 43% respectively. Therefore, with the exception of the Rector's Council, the situation approaches a balance between the participation of women and men. In the 2020-2024 term, women constitute 36% of deans and 39% of deputy deans. Here the disparity is more visible and indicative of greater male representation (Figure 1).

**Figure 1.** Number and percentage of women and men in UG highest authorities



### Legend



Women



Men

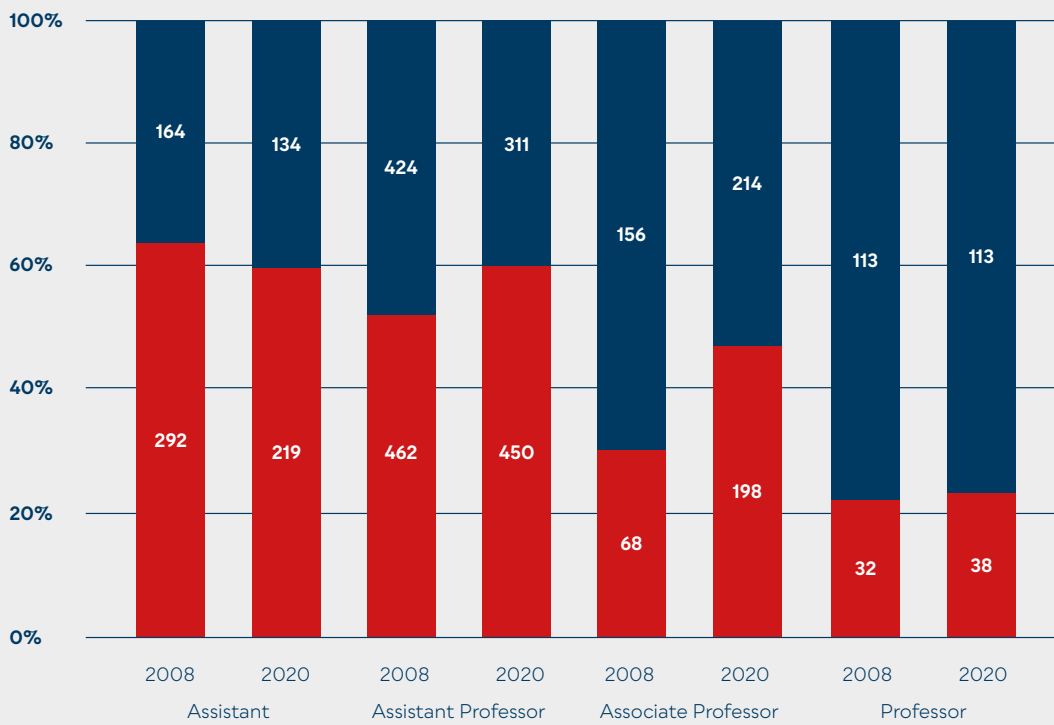


The values on the bars represent absolute numbers

In the majority of the groups presented, women constitute around 40% of the composition. It is worth noting that in the current term in office (2020-2024) the number of female UG faculty deans has increased significantly (with only one female dean in the previous term as opposed to four at present).

- In 2020 a greater representation of women to men was recorded in the posts of assistant and adjunct, in both cases around 60% (Figure 2). At the next stage in the academic career, the post of associate professor, the share of women is lower, at 47%. However, it should be noted that in 2008, only 30% of those employed in this post were women. As regards persons with the academic title of professor, women employed in this post constitute only 23% (a mere 1% increase on 2008). The data demonstrates how the participation of women employed at each post diminishes across subsequent stages of the academic career.

**Figure 2. Number and percentage of women and men employed in academic teaching posts**



**Legend**



Women



Men

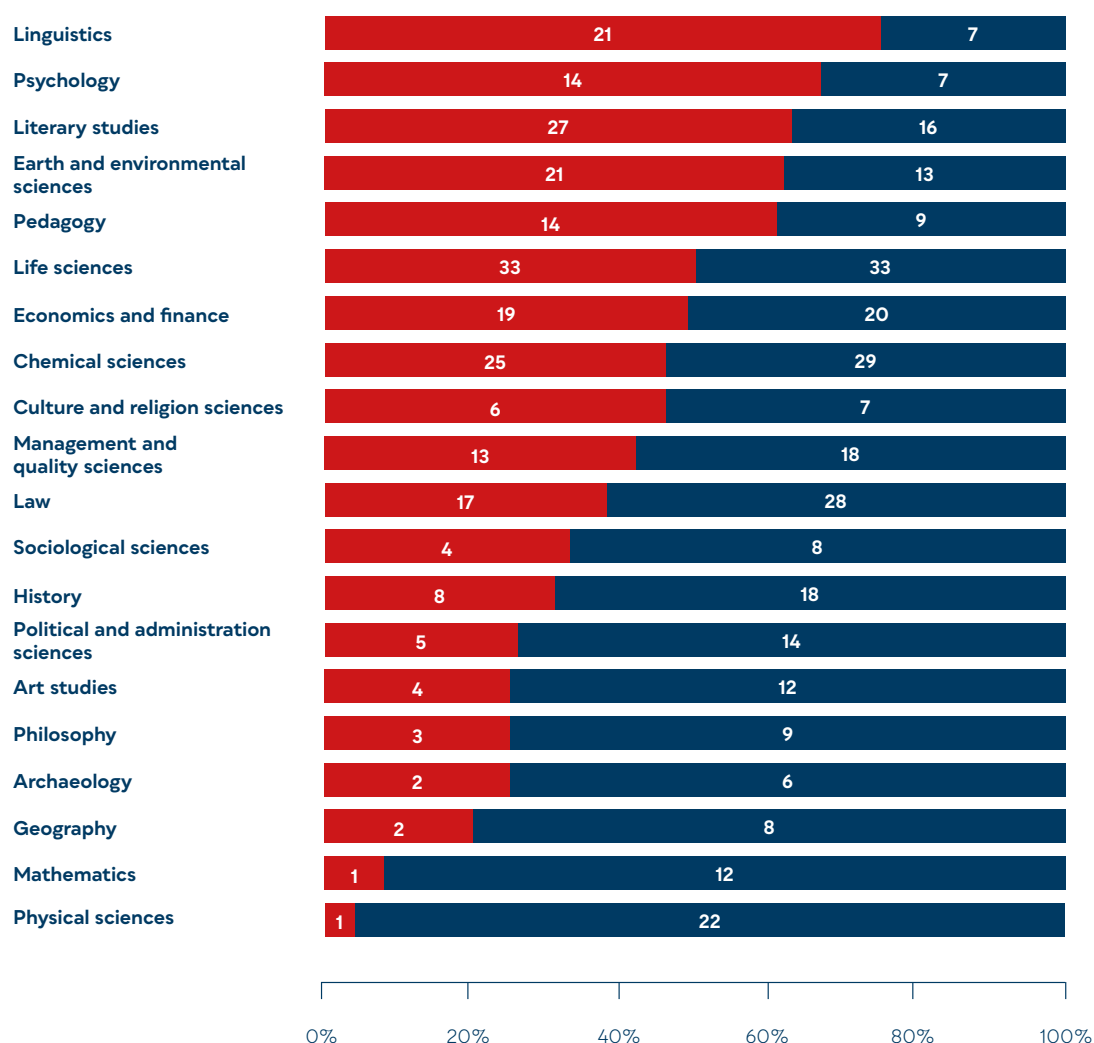


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The analysis conducted indicates that in the past twelve years, the number of women employed in the post of associate professor has nearly doubled (30% in 2008 against 47% in 2020). The participation of women is, however, markedly lower in the group of full professors. Importantly, the data analysis conducted demonstrates that, among 143 professors employed at the UG, 38 are women and 105 men. By analysing the number of years between attaining the degree of doctor with habilitation and the title of professor, it may be stated that in the case of both women and men, the average period is ten years. It may therefore be assumed that the number of female professors employed at the University will increase in years to come in connection with the rapidly increasing number of women attaining habilitation and employed in the post of associate professor. The rise in the number of women with the title of full professor is jeopardised by the earlier retirement age provided for in the “Act – Law on Higher Education and Science”.

3. The predominance of men on discipline councils may be observed in the cases of Archaeology, Philosophy, History, Mathematics, physical sciences and Information Science. However, women outnumber men in the councils of such disciplines as Linguistics (77%) and Psychology (72%) and to a lesser degree in Literary Studies, earth and environmental sciences and Pedagogy. It is worth noting that the Discipline Council of Biological Sciences boasts the optimal situation, with an equal representation of women and men (Figure 3). The marked predominance of men may, however, be observed in the councils of such disciplines as physical sciences, Mathematics, Geography, Archaeology, Philosophy and Art Studies. The results obtained are similar to those regarding the percentage of female participation amongst employees in particular scientific disciplines in other scientific institutions in Poland and Europe.

**Figure 3. Number and percentage of women and men in UG discipline councils**



**Legend**



Women



Men

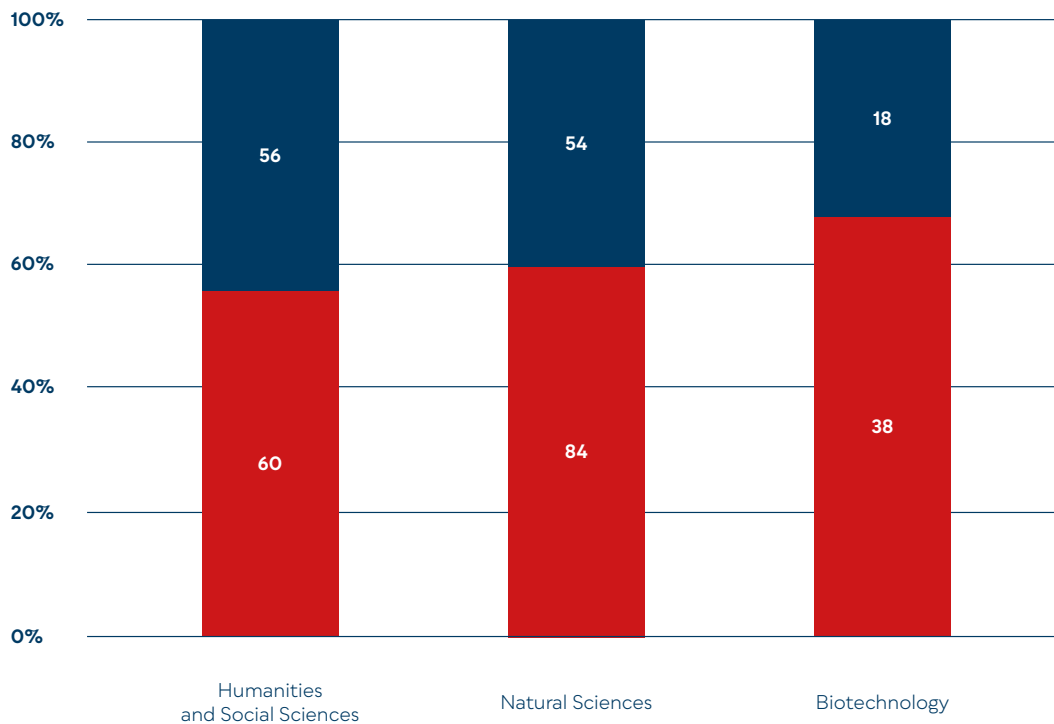


The values on the bars represent absolute numbers

- In the Doctoral School of Humanities and Social Sciences the participation of women and men is similar (56% women and 44% men), while in the Doctoral School of Exact and Natural Sciences and the Intercollegiate Doctoral School of Biotechnology UG and MUG the data shows a predominance of female over male doctoral students (60% and 68% women respectively – Figure 4).

The results obtained indicate that women graduating from studies are interested in following an academic career and working on a doctorate. The marked predominance of women in the Doctoral School of Exact and Natural Sciences and the Intercollegiate Doctoral School of Biotechnology may suggest that men may be more oriented towards pursuing careers outside scientific institutions, which may be connected with more rapid prospects for a higher income, e.g. in business.

**Figure 4. Number and percentage of women and men in UG doctoral schools**



**Legend**



Women



Men

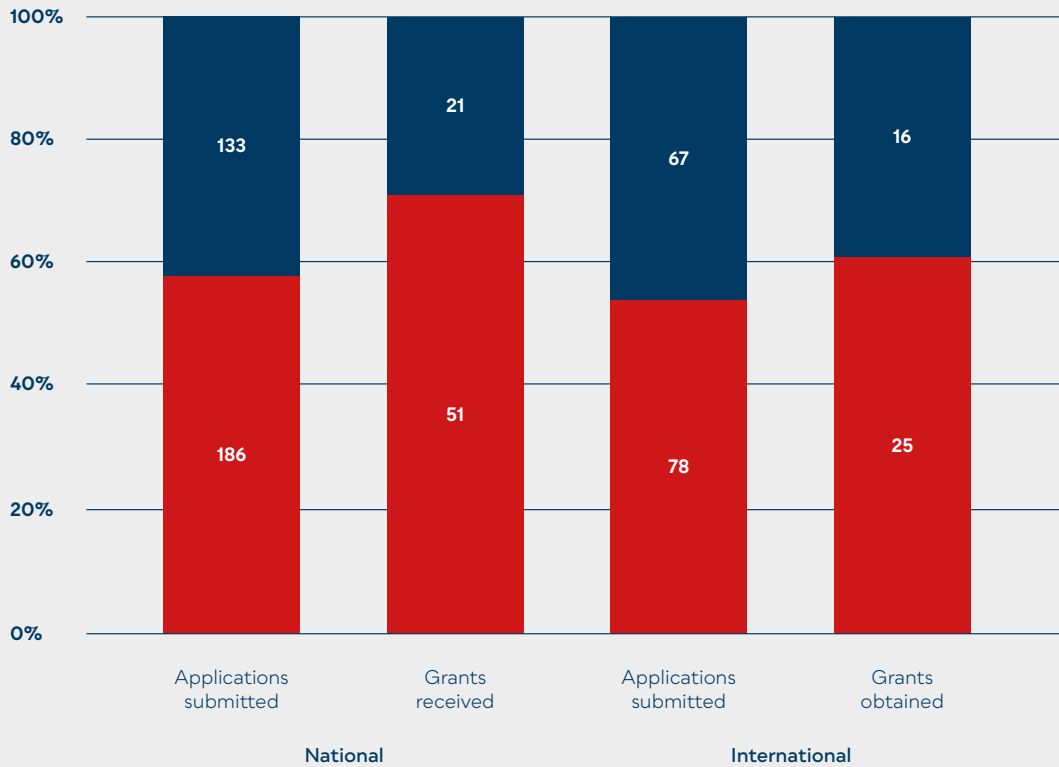


The values on the bars represent absolute numbers



- Following the analysis of the academic involvement of the University's female and male employees, it was concluded that women tend to submit more grant applications than men, with 58% of national and 53% of international grant applications respectively being submitted by female researchers, who also boast a higher success rate with regard to obtaining grants, with female researchers' success rate being around 25%, and male – around 20% (Figure 5).

**Figure 5. Number and percentage of women to men applying for and obtaining research grants**



**Legend**



Women



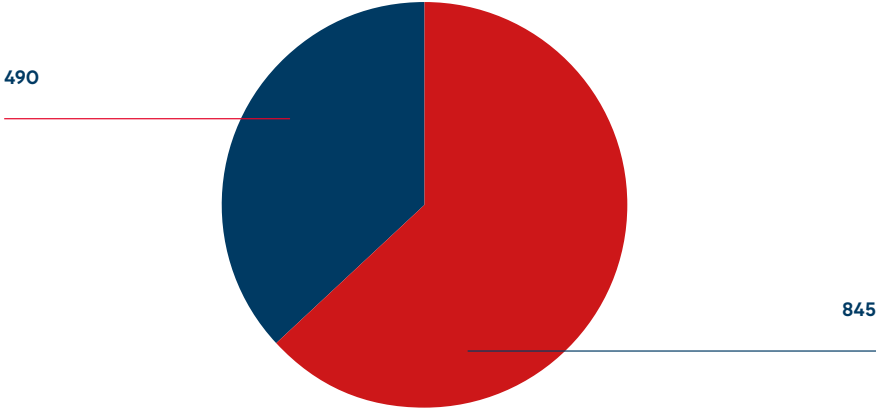
Men



The values on the bars represent absolute numbers

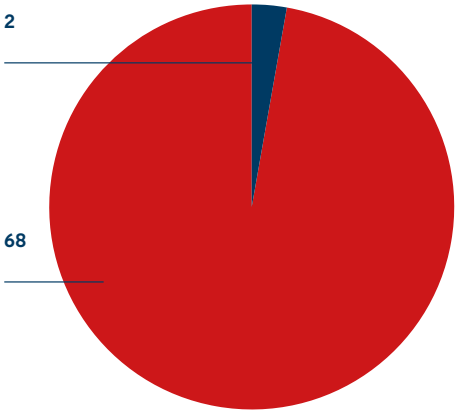
6. It was found that women participate in professional development courses organised by the UG more frequently than men, with 63% of hours of professional development classes being attended by women (Figure 6).

**Figure 6. Annual average number of hours devoted to training sessions**

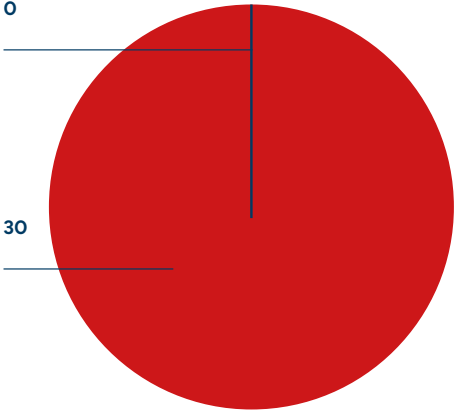


7. Parental leave at the UG is used mainly by women, with 68 women and only 2 men on parental leave in 2020. The necessity of reconciling family and professional obligations may present a significant barrier in the development of the academic career of women (Figure 7a and 7b).

**Figure 7a. Parental leave – the use of the minimum time leave entitlement**



**Figure 7b. Parental leave – the use of more than minimum time leave entitlement**



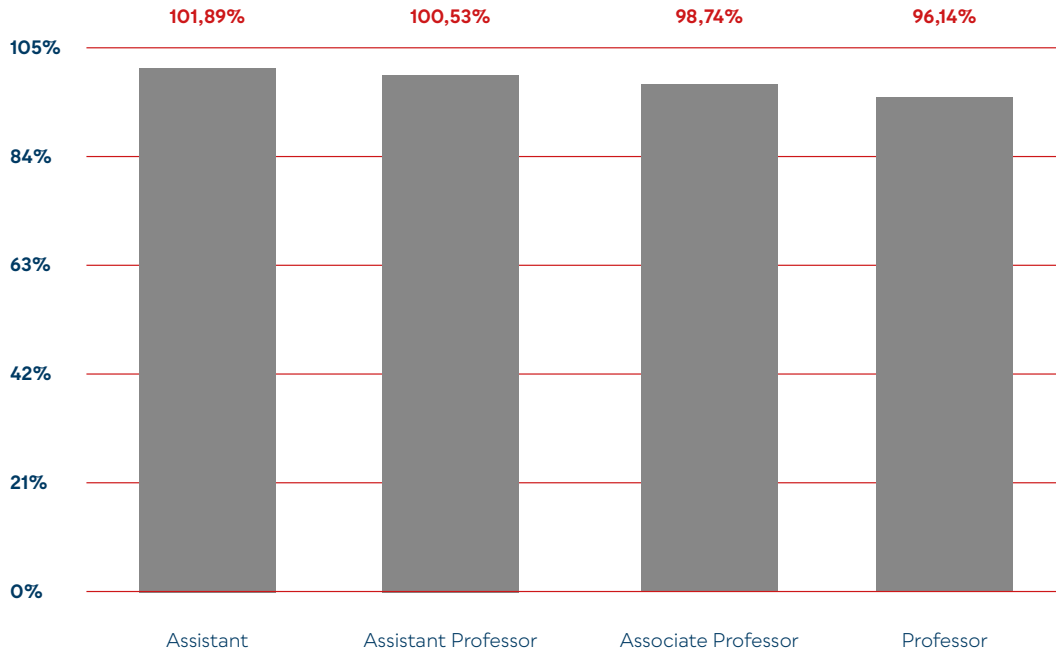
**Legend**



The values on the bars represent absolute numbers

8. A salary imbalance exists in favour of men in research and didactic as well as administrative positions.

**Figure 8. Ratio of the base salary of women to that of men in various positions at the UG (data from 31.12.2020)**



Analysis of the salaries of women and men employed in the posts of assistant, adjunct and associate professor led to the conclusion that the differences are slight (Figure 8). The largest differences were observed with regard to full professors (around 3.8% to the benefit of men). This is primarily due to the significantly greater number of men in this group, whose employment periods in these posts are relatively longer as compared to women, which in turn results in the greater salary range. It should, however, be stressed that, although the salaries of women and men in the same posts at the UG differ, the differences are negligible when compared to the national average (18%). The UG policy regarding pay and salary increase should at all times, however, endeavour to balance the salaries of women and men.



# III. Goals and measures to be adopted

On the basis of the data collected, five goals have been defined below, included in the GEP for UG and necessary to ensure a balance in achieving gender equality at the University of Gdańsk.

## Goal 1. To enhance awareness of the importance of gender equality in the academic community

<b>Measure 1.1</b>	<b>Organising meetings/training sessions/webinars on basic issues connected with creating a work environment in which everyone is treated with the same degree of respect and fairness</b>
<b>Target group</b>	All UG staff, students of doctoral schools, undergraduate students
<b>Timeframe</b>	Training sessions to be organised from 2022, followed by questionnaires (from second half of 2022)
<b>Units responsible</b>	Office of the Ombudsman for Equal Treatment and Counteracting Mobbing
<b>Indicator</b>	Number of questionnaires completed to verify UG staff's awareness of response procedures in contentious situations as well as the number of issues reported and resolved

<b>Measure 1.2</b>	<b>Organising training sessions/webinars on basic issues connected with counteracting unequal treatment and harassment</b>
<b>Target group</b>	All UG staff, students of doctoral schools, doctoral studies participants, undergraduate students
<b>Timeframe</b>	Training sessions to be organised from 2022, followed by questionnaires (from second half of 2022)
<b>Units responsible</b>	Office of the Ombudsman for Equal Treatment and Counteracting Mobbing
<b>Indicator</b>	Preparation of an anti-harassment and anti-discrimination handbook. Number of questionnaires completed to verify UG staff's awareness of response procedures in contentious situations as well as the number of issues reported and resolved



**Measure 1.3**      **Organising training sessions/webinars on basic issues connected with counteracting gender discrimination and sexual harassment**

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**Target group**      All UG staff, students of doctoral schools, doctoral studies participants, undergraduate students

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**Timeframe**      Training sessions to be organised from 2022, followed by questionnaires (from second half of 2022)

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**Units responsible**      Office of the Ombudsman for Equal Treatment and Counteracting Mobbing

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**Indicator**      Preparation of an anti-harassment and anti-discrimination handbook. Number of questionnaires completed to verify UG staff's awareness of response procedures in contentious situations as well as the number of issues reported and resolved

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**Measure 1.4**      **Creating subsites at the UG website to provide information on:**  
1) women in UG history,  
2) women in UG executive bodies and  
3) the participation of women in decision-making bodies and equality indicators of women and men

**Entering biographical notes of notable women and men in UG history and management into Gedanopedia and Wikipedia**

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**Target group**      Academic community, local community

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**Timeframe**      From 2022

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**Units responsible**      University of Gdańsk Committee for Social Responsibility

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**Indicator**      Number of biographical entries published on the UG website and Gedanopedia/Wikipedia. Throughout the MINDtheGEPs project, an annual increase of at least 10% in the number of biographical entries for women and men entered into Gedanopedia/Wikipedia.

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**Goal 2. To ensure gender balance in the UG’s decision-making process (Decision making bodies: gendering leaders and institutions)**

<b>Measure 2.1.</b>	<b>Devising and introducing obligatory online training for all UG staff to increase awareness of the significance of equal participation of representatives of different genders in university management: “Participation of women and men in university management”.</b>
<b>Target group</b>	All newly employed and current UG staff in the posts of professor, associate professor, adjunct – research and research and didactic path, senior/chief specialist – administrative staff
<b>Timeframe</b>	Commencement of work: 2022, course implementation from the academic year 2023/24
<b>Units responsible</b>	Devising training content as part of MINDtheGEPs. To be posted on the UG website and into the system: IT Centre, Personnel Centre Contractor – possibility of employing an external entity
<b>Indicator</b>	Number of persons trained: ultimately – the above-mentioned UG employees, in the test phase – a group of 100 individuals, 50 individuals per gender

<b>Measure 2.2.</b>	<b>Devising and introducing training in leadership skills, training to eliminate gender bias among managerial and executive staff</b>
<b>Target group</b>	All newly employed and current UG staff in the posts of professor, associate professor, adjunct – research and research and didactic path, senior/chief specialist – administrative staff  Experimentally: 3 training groups, 15 persons each
<b>Timeframe</b>	Devising from 2022, implementation from 2023
<b>Units responsible</b>	Devising training content as part of MINDtheGEPs. To be posted on the UG website and into the system: IT Centre, Personnel Centre Contractor – possibility of employing an external entity
<b>Indicator</b>	Number of persons trained: ultimately – the above-mentioned UG employees

**Measure 2.3.** Promotional campaign directed to employees, encouraging use of various forms of education to enhance professional development

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**Target group** Staff employed at the UG and studying at the UG

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**Timeframe** Commencement: 2022

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**Units responsible** Department for Social Affairs, Personnel Centre, IT Centre

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**Indicator** Number of women and men involved in training sessions

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**Measure 2.4.** Monitoring the indicators of equal treatment of women and men. A promotional campaign directed towards employees (in particular executive staff) to encourage them to ensure gender diversity in decision-making processes at all levels of UG management. Creating a unit or the post of a spokesperson within the organisational structure, tasked with collecting and analysing personnel, financial or biometric data and monitoring the gender equality indicator at the university

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**Target group** UG Community

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**Timeframe** From 2022

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**Units responsible** Ombudsman for Equal Treatment and Counteracting Mobbing

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**Indicator** Creating the post of a spokesperson to monitor the data regarding the equality of women and men; annual information on the indicators/progress achieved with regard to gender equality

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**Goal 3. To ensure gender balance in the recruitment process and in the development of academic careers (*Balancing recruitment and career progression*)**

<b>Measure 3.1.</b>	Devising and introducing online training for UG staff to increase awareness of the significance of gender equality related issues – Module “ <i>Gender equality in recruitment and assisting the development of careers of female and male researchers</i> ”
<b>Target group</b>	All newly employed and current UG staff – research and didactic, research, didactic path; doctoral students
<b>Timeframe</b>	Commencement of work and course implementation: from 2022
<b>Units responsible</b>	Devising training content as part of MINDtheGEPs. To be posted on the UG website and into the system: IT Centre, Personnel Centre Contractor – possibility of employing an external entity
<b>Indicator</b>	Number of persons who have completed training
<b>Measure 3.2.</b>	Extending <i>The UG Staff Development Policy</i> by mentoring for staff employed in research and didactic and research positions. Including the aspects of equal treatment of women and men and the specificity of the family circumstances of women in <i>The UG Staff Development Policy</i>
<b>Target group</b>	Women, newly employed and current UG female staff – research and didactic, research path (post-doctoral and post-habilitation) Experimental group: (6 post-doctoral and 6 post-habilitation individuals as a pilot group)
<b>Timeframe</b>	Commencement of work: 2022
<b>Units responsible</b>	UG Centre for Didactic Improvement and Tutoring
<b>Indicator</b>	Number of people included in the mentoring



**Measure 3.3.** Measure directed to administrative staff, involving assistance in career development through funding the procedure connected with the completion of doctorate or MBA studies and providing the mentoring necessary for a career within UG management structures. Organising training in diversity management and counteracting exclusion

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**Target group** Administrative staff (new and current)  
(6 individuals for a pilot group)

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**Timeframe** Commencement of work: 2022

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**Units responsible** UG Centre for Didactic Improvement and Tutoring

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**Indicator** Number of people included in the mentoring

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**Measure 3.4.** Endeavouring to provide a balance in the salaries of women and men:  
1) with salary adjustments connected with increased subsidies from the Ministry of Education and Science  
2) with promotion to higher positions  
3) with the employment of new staff

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**Target group** All university staff

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**Timeframe** Commencement of work: 2022

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**Units responsible** Rector

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**Indicator** Monitoring the salary gap – reduced salary gap in relation to that of 2021

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**Measure 3.5.** Assisting the process of admissions to first – and second-cycle studies and to doctoral schools in order to increase the number of male and female candidates for female – or male-dominated fields of study respectively

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**Target group** Academic community, local community

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**Timeframe** Commencement of work: 2022/2023

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**Units responsible** UG Promotion Centre

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**Indicator** Monitoring the ratio of female to male students admitted, divided into faculties – balanced number of female and male students

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**Goal 4. To integrate the gender dimension into research and didactic content (*Gendering research and teaching*)**

<b>Measure 4.1.</b>	Devising and introducing obligatory online training to increase awareness of the significance of the gender dimension in research content in research projects <i>Gender dimension issues in scientific research and didactics. Analogous regulations are already being introduced in National Science Centre projects.</i>
<b>Target group</b>	All persons intending to apply for a research grant – research and didactic, research path, doctoral students
<b>Timeframe</b>	Commencement of work: 2022, course implementation: from 2023
<b>Units responsible</b>	Preparation of content Department for National and International Projects. MINDtheGEPs: GEPIB: GEPs Implementing Board and MINDtheGEPs Delegates Network Posting questionnaires and instructions on the UG website: IT Centre, Personnel Centre
<b>Indicator</b>	Number of people who have completed training
<b>Measure 4.2.</b>	Establishing annual awards for the best MA theses and doctoral dissertations which consider the gender dimension in the design and interpretation of research (one each for MA and doctoral students in social sciences and humanities, and one each for MA and doctoral students in exact and natural sciences). Preparing the regulations, appointing the award committee, establishing sources of funding, announcing the competition.
<b>Target group</b>	UG MA and doctoral students
<b>Timeframe</b>	Commencement of work: 2022. Competition announcement: beginning of 2022
<b>Units responsible</b>	MINDtheGEPs project team. MINDtheGEPs: GEPIB: GEPs Implementing Board and MINDtheGEPs Delegates Network, Sustainable Development Centre. <i>Funding for awards has been secured in the project.</i>
<b>Indicator</b>	Comparing the number of theses which consider the gender dimension in research in the year preceding the establishment of the award and in the third year following the announcement of the competition and the establishment of the award.

<b>Measure 4.3.</b>	<b>Establishing the annual Johanna Schopenhauer Award for female researchers with the degree of doctor or doctor with habilitation for undertaking research which includes the gender dimension in its design and interpretation. The award should assist women working towards a habilitation or the title of professor. Preparing the regulations, appointing the award committee, establishing sources of funding, announcing the competition.</b>
<b>Target group</b>	Women in the research and didactic or research paths, persons who have been awarded a doctorate and are working on their habilitation or are aspiring to be awarded the title of professor  Experimental group: (6 post-doctoral and 6 post-habilitation individuals as a pilot group)
<b>Timeframe</b>	Commencement of work: 2022. Competition announcement: 2022
<b>Units responsible</b>	UG Rector, MINDtheGEPs project team. GEPs Implementing Board and MINDtheGEPs Delegates Network, Sustainable Development Centre
<b>Indicator</b>	Comparing the number of theses which consider the gender dimension in research in the year preceding the establishment of the award and in the third year following the announcement of the competition and the establishment of the award.
<b>Measure 4.4.</b>	<b>Organising an annual conference at the UG, devoted to gender equality in research or including an appropriate panel for a conference to be held annually. Ultimately: organising a separate annual conference on the above theme, at which the award-winning theses will be presented</b>
<b>Target group</b>	UG employees – research and didactic, research, didactic paths, doctoral and MA students
<b>Timeframe</b>	Commencement of conceptual work: 2022. First edition of a panel/conference
<b>Units responsible</b>	MINDtheGEPs project team - MINDtheGEPs: GEPIB: GEPs Implementing Board and MINDtheGEPs Delegates Network
<b>Indicator</b>	Number of theses including the gender dimension in research

<b>Measure 4.5.</b>	<b>Facilitating the participation of editors and other persons involved in the production of UG journals and publications in training sessions on the inclusion of the gender dimension in research content and on guidelines for authors, as well as encouraging women to participate in bodies which assess submissions for publication</b>
<b>Target group</b>	Editors and other persons involved in the production of journals and publications, staff employed in research and didactic and research posts
<b>Timeframe</b>	In 2022 – organising the first Train the Trainers session for tutors from the UG Centre for Didactic Improvement and Tutoring
<b>Units responsible</b>	MINDtheGEPs: GEPIB: GEPs Implementing Board and MINDtheGEPs Delegates Network UG Centre for Didactic Improvement and Tutoring
<b>Indicator</b>	Number of persons who have completed training

<b>Measure 4.6.</b>	<b>Including a question related to the inclusion of the gender dimension in the current UG project charter</b>
<b>Target group</b>	All current and future heads of projects who complete the UG project charter; research, research and didactic path
<b>Timeframe</b>	2022
<b>Units responsible</b>	Office for Research Projects, Office for Development Projects, Sustainable Development Centre
<b>Indicator</b>	Number of projects whose head indicated the above theme





<b>Measure 4.7.</b>	<b>Content-related assistance with regard to writing proposals/applications for grants which include experience of building diverse teams and applying for grants for research which incorporates the gender equality dimension</b>
<b>Target group</b>	All current and future heads of projects who complete the UG project charter; research, research and didactic path. Students of all doctoral schools
<b>Timeframe</b>	2022
<b>Units responsible</b>	Office for Research Projects, Office for Development Projects
<b>Indicator</b>	Increase in the number of projects which have received funding; increase in the efficiency indicator
<b>Measure 4.8.</b>	<b>Devising and introducing obligatory training: Module “<i>The role of gender in research and academic career</i>”</b>
<b>Target group</b>	Students of all doctoral schools
<b>Timeframe</b>	Devising and implementing the course from 2022
<b>Units responsible</b>	Devising training content as part of MINDtheGEPs. To be posted on the UG website and into the system: IT Centre, Personnel Centre Contractor – possibility of employing an external entity
<b>Indicator</b>	Number of persons who have completed training
<b>Measure 4.9.</b>	<b>Introducing: “<i>The role of gender in research and academic career</i>” as an optional training course</b>
<b>Target group</b>	University of Gdańsk undergraduate students
<b>Timeframe</b>	Devising and implementing the course from 2022
<b>Units responsible</b>	Devising training content as part of MINDtheGEPs. To be posted on the UG website and into the system: IT Centre, Personnel Centre Contractor – possibility of employing an external entity
<b>Indicator</b>	Number of persons who have completed training

## **Goal 5. To introduce measures to assist work-life balance (*Improving work-life balance*)**

<b>Measure 5.1.</b>	<b>Devising and introducing obligatory online training to increase awareness of the importance of gender equality related issues – Module “<i>Work-life balance</i>”</b>
<b>Target group</b>	Research staff (paths: research, research and didactic, didactic) and doctoral students
<b>Timeframe</b>	Commencement of work: 2022, course implementation: from 2023
<b>Units responsible</b>	Devising training content as part of MINDtheGEPs. To be posted on the UG website and into the system: IT Centre, Personnel Centre. Contractor – possibility of employing an external entity
<b>Indicator</b>	Number of persons who have completed training
<b>Measure 5.2.</b>	<b>Undertaking steps towards the implementation of hybrid work solutions due to family-related and/or personal circumstances</b>
<b>Target group</b>	UG staff
<b>Timeframe</b>	From 2023
<b>Units responsible</b>	Human Resources Department
<b>Indicator</b>	Number of contracts amended
<b>Measure 5.3.</b>	<b>Undertaking steps towards the implementation of hybrid study solutions due to family-related and/or personal circumstances</b>
<b>Target group</b>	Undergraduate and doctoral students, candidates for study
<b>Timeframe</b>	From 2023
<b>Units responsible</b>	Office of Education
<b>Indicator</b>	Number of programmes/syllabuses with a hybrid option

<b>Measure 5.4.</b>	Creating a tab on the UG website to include: 1) information on the parental care rights, 2) UG benefits offer – holidays, trips etc., children and youth camps
<b>Target group</b>	UG staff
<b>Timeframe</b>	2022
<b>Units responsible</b>	Department for Social Affairs, Personnel Centre, IT Centre
<b>Indicator</b>	Number of entries to the website with the UG's offer of benefits

<b>Measure 5.5.</b>	<b>Promotion and information campaign to encourage men to use parental leave</b>
<b>Target group</b>	UG staff
<b>Timeframe</b>	Commencement: 2022
<b>Units responsible</b>	Department for Social Affairs, Personnel Centre, IT Centre
<b>Indicator</b>	Number of men on parental leave

<b>Measure 5.6.</b>	<b>Organising a university celebration of free time for family/close relatives – as a category of importance to the University from the point of view of caring for its employees and their families</b>
<b>Target group</b>	Academic community, local community
<b>Timeframe</b>	From 2022
<b>Units responsible</b>	Department for Social Affairs
<b>Indicator</b>	Number of participants



**Measure 5.7.**                      **Creating family rooms in faculties for parents with small children**

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**Target group**

Parents of small children (employees, undergraduate students, doctoral students) and their partners as well as people looking after these children

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**Timeframe**

Commencement of work: 2022, two pilot programmes at the Faculty of Social Sciences, Faculty of Languages or Faculty of Biology (faculties with a large female representation)

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**Units responsible**

UG Rector, MINDtheGEPs

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**Indicator**

Number of rooms created

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**Measure 5.8.**                      **Creating leisure space on the UG Campus – playground and gym**

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**Target group**

Academic community, local community

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**Timeframe**

From 2022

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**Units responsible**

Department for Social Affairs

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**Indicator**

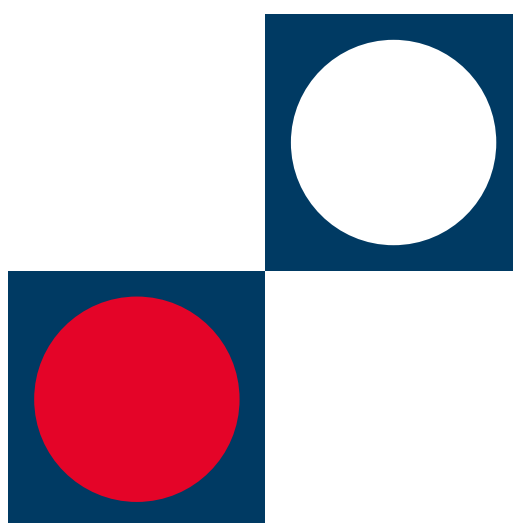
Number of modules created/ estimated number of people using the leisure areas

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## IV. Summary

The University of Gdańsk is significantly engaged in action in support of gender equality. The GEP for UG sets out specific goals and measures as well as the indicators to achieve them. Measures undertaken at the UG focus primarily on collecting and analysing information related to good equality practices and on popularising these practices, providing information on equality-related courses and training sessions as well as on devising and implementing a gender equality monitoring system. Raising awareness, sharing knowledge of gender equality and enhancing competences and good communication all constitute the basis for science culture equality at the UG.





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